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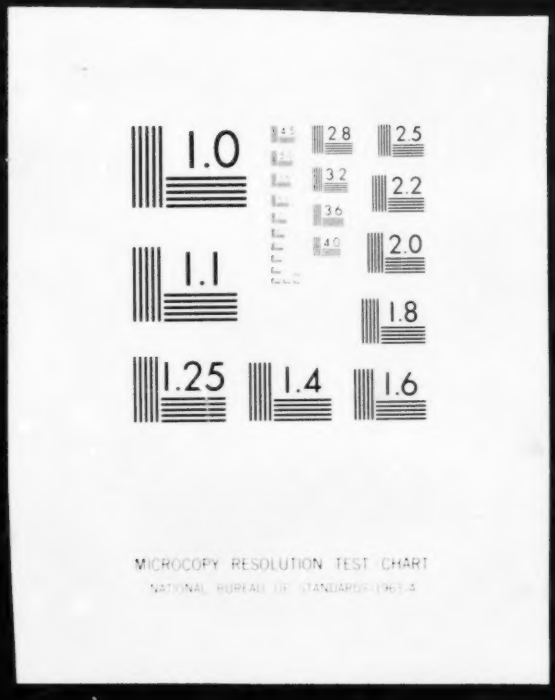
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A SCHOOL STORE-CLASSROOM LABORATORY GUIDE FOR MARKETING AND DISTRIBUTIVE EDUCATION

STORE/LABORATORY MANUAL

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Business, Marketing and Distributive Education
Albany, New York 12230

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FOREWORD

Statewide, the most successful marketing and distributive education programs extensively use a classroom and/or school store laboratory. Providing immediate competency-development through "hands-on" learning experiences, the marketing and distributive education laboratory is a key component in performance-based instruction. Laboratories are especially important in schools where there is no cooperative work experience programs.

This publication has been developed for the operation of the classroom-laboratory and the school store to assist instructors in making the best possible utilization of laboratories in developing desired attitudes, knowledges and practical marketing skills.

John J. Brophy of the Bureau of Distributive Education, prepared the manuscript. Sidney Lerner of Levittown Memorial High School reviewed the materials. Store layouts have been provided by the Selrite School Equipment Corporation.

Marian W. Potter, Chief
Bureau of Business, Marketing and Distributive Education

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MARKETING AND DISTRIBUTION

Competency-Based Instruction

Competency-based instruction in marketing and distribution is predicated on identifying and developing knowledges, skills, attitudes, and perceptions needed for success in marketing careers. Sequentially, competency-based instruction is effectively implemented by (1) determining the specific and related tasks of the entry-level job leading to the student's career objective (2) identifying the competencies that need to be developed and (3) designing learning experiences that will provide the student with an opportunity to apply the knowledge and acquire needed competencies. Maximum learning and competency development result when theory and practice are brought together in the learning environment. The laboratory for marketing and distribution can provide the ideal simulated business atmosphere for the marriage of theory and practice.

The marketing and distributive education laboratory can serve as an important instructional tool when classroom instruction and laboratory activities are closely integrated. The unavoidably abstract nature of many of the concepts in marketing and distribution, the interests and aptitudes of many of the students, and other related considerations all stress the need for creating as many teaching situations as possible where the students can learn by doing. Many of the skills sought in beginning workers cannot be developed without practice in a realistic setting with the best facilities, equipment, and instruction. Under ideal conditions in the classroom/laboratory, the teacher-coordinator not only talks about the competencies needed in present-day visual merchandising, but actually demonstrates the effect of colored light on elements in a display. Demonstration, observation, and "hands-on" experience, then, the key elements of individualized laboratory instruction, transform theory into reality.

Considering the recent national impetus on competency-based, individualized instruction in marketing and distributive education, the ideal learning system is one which develops the student into an independent learner with the teacher acting as the "manager" of learning rather than as a lecturer. Certainly, this new "manager" of learning could "appoint" no more dynamic "assistant manager" than a well-equipped, skillfully utilized marketing and distributive education laboratory.

The Cluster Concept

The merits of job-clustering in marketing and distributive education have been recognized as severalfold. Among the advantages of this method have been listed:"expanded breadth of student learning experiences; more relevance for students interested in a variety of occupations; identification of common job skills to encourage interdisciplinary

projects; more rapid advancement up a career ladder for students completing a cluster program and increased development of attitudes, personality traits, and other adaptive skills as important as functional job skills."[1] Occupational clusters are a means of grouping occupations having common characteristics to facilitate career awareness, exploration, and preparation. "An occupational cluster provides the basis for articulating programs across levels of instruction by providing the thread of continuity. The structure of the cluster parallels the focus of study at each level."[2] For skill preparation, the cluster provides the framework for developing curricula which takes advantage of related skills or related occupations. Students' needs for saleable skills may thereby be met. For advanced preparatory levels, the cluster serves as a basis for organizing at higher skill levels within an industry, or in a single marketing function. In short, a job cluster-based curriculum is learner-centered. The marketing and distributive education laboratory can serve as the hub of learner-centered instruction.

The tenth or eleventh year marketing and distribution course features instruction in the fundamentals of marketing while exploring sixteen marketing clusters. The twelfth year distributive education curriculum is job-cluster designed, with the main emphasis on developing entry level competency in clusters selected on the basis of student interest and regional employment opportunities. To support this competency development phase, instructional modules have been or will be developed within the following marketing job clusters:

- Apparel and Accessories Marketing
- Business and Personal Services Marketing
- Entrepreneurship
- Financial Services Marketing
- Food Marketing
- General Marketing
- Hospitality and Recreation Marketing
- Real Estate Marketing
- Transportation and Travel Marketing
- Vehicles and Petroleum Marketing

Planning for Specialization

The development of this comprehensive program underscores the need for specialized facilities designed to accommodate each cluster. Areas of the classroom laboratory can be arranged to serve as centers where groups of students can work on different projects concurrently. Some clusters, of course, will present requirements not feasible due to costs and space. In these clusters, more emphasis on cooperative work experience will be essential. But for most of the clusters, a relatively small area of the laboratory will suffice to simulate the respective business facility and

---

[1] "The Job Cluster Concept and Its Curriculum Implications," A Symposium. Center for Occupational Education, North Carolina University At Raleigh, 1969.

[2] "Conceptual Framework for Curriculum Decisions in Education for Marketing and Distribution Careers." U.S. Office of Education, 1976.

atmoshpere. For example, a hotel-motel registration unit for hospitality and recreation marketing could be constructed simply and economically.

A model store is a retailing laboratory designed, stocked, and staffed to replicate an actual store environment. While not usually offering store services to students, it does provide simulated experiences in merchandising, management, and sales. Mini-malls contain a series of small shops or boutiques. While ostensively the mini-mall would appear to provide multiple job stations, to date, few mini-mall experimental laboratories have been utilized and evaluated.

However, total teacher-coordinator *imagineering* will be vital to the construction of viable cluster lab areas. The challenge is to broaden our horizons and meet the needs of students more effectively through a comprehensive network of coordinated programs in marketing and distribution with lab facilities tailored to the speciality of each job cluster. Additional suggestions for developing laboratory units for selected clusters are outlined in the respective module curriculum guides.

The Project Method and the Marketing and Distributive Education Laboratory

The project method of occupational education instruction "involves the investigation and solution of problems or the application of classroom learning through a project or practical unit of instruction related to an individual's occupational objective."[3] This project training, which features individualized instruction, is a participatory program which combines marketing instruction in the classroom with supervised and coordinated laboratory activities. In reality, the project method of instruction is simulation since its objective is to provide realistic learning experiences for students who may or may not be participating in the cooperative work experience program. The project method has been utilized for many years in marketing and distributive education with the classroom and/or school store-laboratory as the site of these simulation activities. Distributive educators have been leaders in moving students from a textbook content approach to marketing competency development with "hands-on" instructional activities. Project instruction is utilized in learning activities for individuals, small groups, and the entire class. The project method provides student access to an instruction directly related to the student's career objective and tailored to the student's needs, interests, and ability.

Classroom-Laboratory Facilities

The Distributive education classroom-laboratory should be designed to reflect marketing competency development consistent with regional employment opportunities. Facilities may range from 800-1500 square feet when the school store and classroom area are combined. Separate school store facilities usually cover 300-500 square feet for customer service sections and storage. However, teacher-coordinators with smaller facilities are encouraged to adapt classroom-laboratory to their program

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[3]"Distributive Education Programs." U.S. Dept. of Health, Education and Welfare, Office of Education. P. 29. 1978.

design. Flexibility is vital. A viable classroom-laboratory may replicate several marketing facilities, i.e., hotel front desk, auto parts counter, credit interviewing station, or travel agency. For retailing, it should resemble a store rather than a traditional classroom. Areas may be developed for the following activities:

- Analyzing and testing merchandise
- Administering program
- Conducting student club activities
- Counseling students
- Planning and building displays
- Planning and preparing advertisements
- Preparing signs and show cards
- Receiving and contacting public
- Sales demonstrations
- Specialized cluster instruction

Sketches of a variety of distributive education facilities are shown in appendix A together with recommended square footage for the specialized cluster instructional areas.

Retailing Laboratory (School Store Operation)

Rationale:

Research has identified numerous educational dividends from a school store laboratory. Learning efficacy is frequently enhanced when students have an immediate opportunity to put theory into practice. Then, too, an efficiently operated laboratory sets a high standard for student learners to meet on the job. Additional student benefits include (1) comprehension of total store operation (2) exposure to management decision making (3) development of student interpersonal relationships (4) contact with vendors and suppliers and (5) immediate "hands-on" experiences. For the school, a modern marketing and distribution laboratory offers considerable positive public relations potential.

Objectives:

The primary purpose of the school store laboratory is to complement and supplement classroom instruction in marketing and distributive education. Additional aims and objectives of retailing laboratories would include but are not limited to:

- Providing an actual business atmosphere in which to teach marketing principles.
- Providing an opportunity to supplement and reinforce knowledge, skills, and attitudes required for careers in marketing and distribution.
- Developing business-like procedures and attitudes.
- Encouraging and developing leadership and management skills.

- Providing pre-employment training.

- Providing quality merchandise at economical prices for the faculty and student body.

Facilities:

Good facilities are indispensable for effective individual and group instruction in marketing and distributive education. Facility requirements depend on such factors as school and class enrollments, scope of the marketing and distributive education program, and type and location of available training stations in the community. Criteria for school store facility would include:

- Location in high traffic area of the school building.

- Location adjoining or in close proximity to the marketing and distribution classroom.

- A "walk-in" type store.

- Provision for adequate storage and office space.

- Ample display windows.

- Access to telephone.

- Approximately 300-500 square feet (including storage).

Equipment:

Essential:	Desirable:
1. Display cases	1. Sign printer
2. Merchandise units	2. Adding machine
3. Shelves	3. Display form and props
4. Cash register and cash-wrap unit	4. Fitting mirror
5. Safe or strong box	5. Mannequins
6. File cabinets	6. Sign holders
	7. Typewriter and desk
	8. Pegboards

Administrative Considerations:

A. Teacher Scheduling

The school store is an integral part of a marketing and distributive education instructional program, and as such, instructional planning and student-store supervision are essential. Consequently, a minimum of one period per day should be designated in the teacher's daily schedule for those activities associated

with this enterprise. Additional time should be made available, depending upon the number of students participating, hours that the school store is open, dollar volume of sales, and the scope of services performed for the school community.

B. Store Hours

Since the school store should be primarily an educational activity and secondarily, a school service, school administrators and the teacher-coordinator should jointly identify school store hours. "Open store" hours should be based on a carefully considered plan for the full utilization of this unique educational laboratory. Viable school stores in New York State schedule selling time for a minimum of two hours per school day. While most stores operate on a split schedule (before first class period, lunch hours, after last class period), a few marketing and distributive education programs provide an open store for the full school day. Optimum marketing education dividends will be realized only when all or most students are rotated through the school store project.

C. Accounting for School Store Funds

1. Financial control

From a financial standpoint, the school store should be treated as an extra curricular activity. *The Safeguarding, Accounting and Auditing of Extra Classroom Activity Funds, Finance Pamphlet 2*, issued by the State Education Department, Division of Educational Management Services, is a guide in establishing acceptable accounting procedures for the control of such funds. As stated in that publication, "The regulations of the Commissioner of Education were formulated not only to safeguard the funds of the school and to protect those responsible for the handling of the funds but also to provide schools with the opportunity to teach students good business procedures through participation in handling of such funds."

The Division of Educational Management Services is concerned with the conduct, operation, and maintenance of extra-classroom activities in addition to recommending practices for the safeguarding, accounting, and auditing of funds accumulated as a result of such activities.

Basic principles and sound procedures for handling such diverse extra-classroom activity incomes as membership dues, sales compaigns, donations, and admissions to athletic and social events, and school store operations must be attended to.

The school store operation requires the teacher-advisor and the school business administrator to agree on acceptable operating procedures, and the periodic preparation of financial statements such as a profit and loss statement, and balance sheet for both instructional opportunities and sound accounting practices. A suggested school store schedule of accounts and a simple inventory control system appear in appendix B.

2. Sales Tax Law

In this same accounting guide, the Sales Tax Law is reviewed as it applies to the school store and most other extra-classroom organizations and activities. Teachers of marketing and distribution and school store advisors should be aware that school stores are not exempt from the Sales Tax Law, and a certificate of authority, ST-105, should be obtained by each school district from the Sales Tax Bureau. One number for the school is used for all activities.

3. Recommended Accounting Plan

When using the extracurricular classroom activity accounting plan, a cash receipts and disbursements journal is established; periodically, this journal and its running balance are checked against the school district's central treasurer's ledger balance for the activity. All payments are made by check on an authorization form known as a pay order which is signed by the activity treasurer and faculty advisory. These check payments can only be made when signed by the central treasurer. All deposits of money to the activity account are receipted by the central treasurer, who is appointed by the local board of education, and may be a member of the professional or clerical staff of the board. While a sample schedule of school store ledger account titles is included in this publication, reference should still be made to the Finance Pamphlet No. 2, as previously cited, for a detailed explanation of the accounting procedure for extracurricular activities.

D. Setting Store Operating Policies

Experience has indicated that written store operating policies should include:

(1) agreement with the school administration relative to the disposition of store profits, provision for possible losses, percent of mark-up, financial control and reporting, and store hours.

(2) guidelines for limiting volume of sales and types of merchandise offered. The latter should be identified after consultation with local merchants' groups to preclude offering competing lines of merchandise.

(3) guidelines for borrowing local merchants' merchandise for constructing displays.

(4) policy on the sale of edibles.

(5) provisions for compliance with sales tax regulations.

(6) a policy for using consignment purchases of school store merchandise over an agreed-upon amount. School monogrammed items are exempted.

Organization for Instruction

1. Overall Plan

While marketing laboratory facilities offer advantages to the student, the instructor, the program, and the school, in the final analysis, the justification for a school store laboratory is directly related to the achievement of curricular objectives. Consequently, the objectives of the instructional program must be identified in order that the role of the school store may clearly be defined. As a first step in organizing for instruction, this manual endorses the overall plan suggested by Sidney B. Thompson.

> "Operating the school store on the basis of laboratory projects alone is not sufficient to maintain the ongoing operation. Consequently, a management system needs to be superimposed over the project method. In effect, the managment system keeps the organization functioning, while in turn enabling the teacher-coordinator to more effectively utilize the various projects developed for use in the store. The purpose of the learning center or environment is to enable teachers to more effectively assist students in achieving identified curriculum objectives. There are at least three major methods of utilizing a student store in this respect:
>
> (1) The management-system level affords opportunities to implement the career development (second year) of the distributive education curriculum.
>
> (2) The operations system can be related to first year curriculum objectives.
>
> (3) The project method can be used to achieve curriculum objectives of both years of a two-year program."[4]

2. Identifying Curriculum-Related Management Topics

As one example of basing school store operation on curricular objectives, the management approach might be predicated on the following content areas:

(1) Management Functions:
- a. staff organization
- b. merchandising
- c. control and credit
- d. sales promotion
- e. operations

(2) Business Organization:
- a. types of ownership
- b. government regulations
- c. site selection
- d. layout planning
- e. marketing research
- f. advertising and display
- g. merchandise control

[4] Thompson, S.D. "Getting The Most Out of A Store/Laboratory," *Current Perspectives in Distributive Education,* Kendall-Hunt Publishing Company 1974.

3. Developing the Management Team

Utilizing these key management areas, a management system could be developed involving students pursuing the second year retailing module as school store managers. Retailing curriculum objectives can be integrated in the student management process and continuity of operation can be achieved. Second year students are able to apply successful experiences from their first year store operation activities to their management duties. This management plan, then, could assume the following configuration:

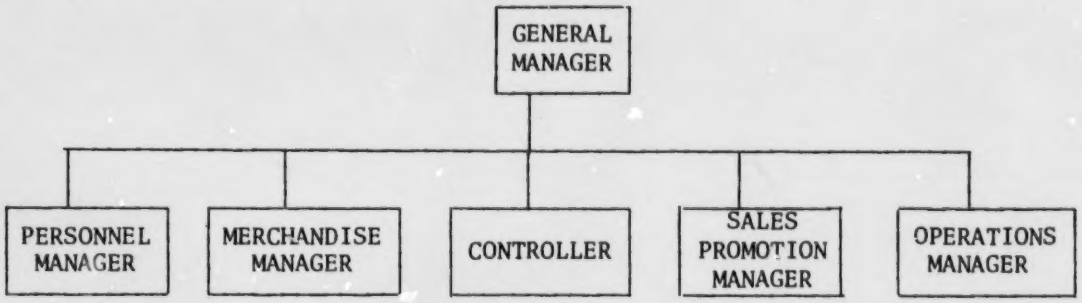


FIGURE 1. MANAGEMENT POSITIONS — STUDENT STORE[5]

To accommodate more marketing students in management positions, it is possible to make team assignments to management positions. Obviously, a managerial rotation system would enhance store administration experience.

Crawford[6] suggests that the store operation be divided as follows: Management, Merchandising, Sales Promotion, and Control with the teacher acting as general manager. These divisions have specific functions:

Management	Sales Promotion
Policy Making	Window Display
Public Relations	Interior Display
Supervision	Advertising
Decision-Making	
Research	
Merchandising	**Control**
Buying	Personnel
Selling	Inventory
Stocking	Payroll
Receiving	Accounts Payable
Marking	

[5] Ibid.

[6] Crawford, Lucy C., Project Director, Vol. 1 "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities." 1976

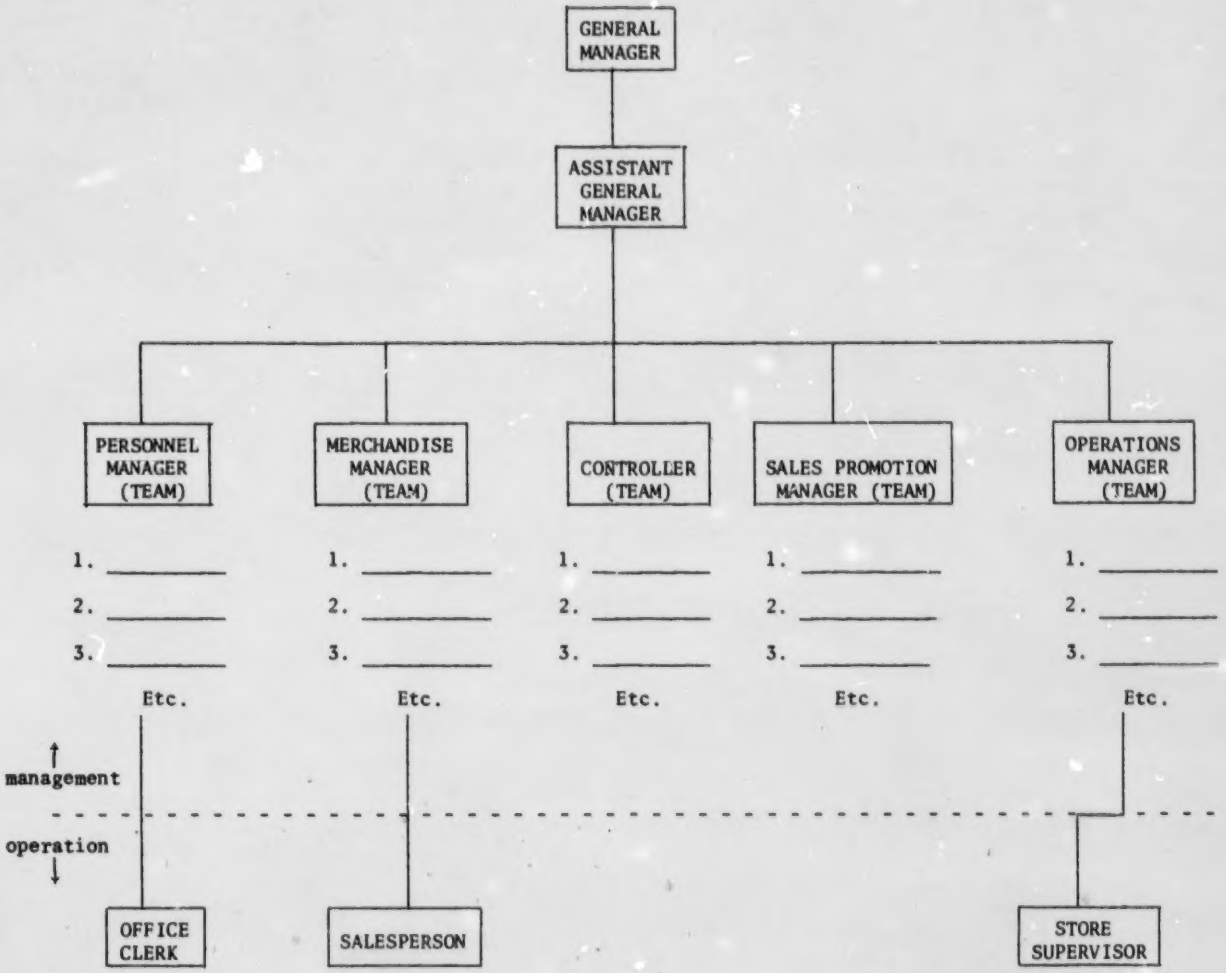


FIGURE 2. ORGANIZATIONAL STRUCTURE REFLECTING MANAGEMENT SYSTEM AND OPERATIONAL SYSTEM[7]

[7] Thompson, page 209.

4. Selecting an Operational System

The operational system is the basic plan devised for the everyday operation of the student store — both the function to be executed and the personnel to implement the operations plan. Figure 2 illustrates the operations system and its relation to the management system. Of course, this plan is only one example of a school store administration plan.

5. Student Scheduling

The scheduling of students into the school store must be considered in relation to this identified program design. New York State's Distribution and Marketing Syllabus provides for introduction to marketing career clusters. Virtually every first year module can be related to school store activities. In the second year occupational competency development phase, school store project activities can be directly related to the retailing module with instructional implications for advertising services, including display fundamentals and finance and credit modules.

Guiding principles in student scheduling would include provisions for:

- supervisory coverage at all times
- scheduling of all first year marketing and distributive education students into the operations system and the second year retailing students into the management system
- continuing management functions in operations at all times
- project activities to be conducted during store duty "slow time" and when the store is closed

A suggested student store personnel planning roster and organizational chart with job descriptions appears in Figure 3.

Using the Laboratory as a Project Center

Student Activities and Projects

A virtual plethora of instructional projects may be developed whereby actual day-to-day store operations provide the content for classroom instruction and discussion. Graphically, students may observe how implementation of basic merchandising and management principles result in an efficient marketing organization. This is not to infer that school store projects do not have instructional limitations. In fact, without carefully planned and developed student laboratory projects, much of the activity in the school store is likely to deteriorate into little more than routine busy work. For marketing and distribution instructors willing to experiment, evaluate, revise, and reschedule, school store projects will provide considerable personal satisfaction.

Worthwhile projects are suggested in numerous marketing and distribution textbooks, project guides, and professional journals. Many of the cooperative work experience project guides have direct application to school store experiences and provide excellent pre-cooperative work experiences, designed to enrich future on-the-job experiences. Laboratory projects should be accompanied by or supplemented with homework assignments, tests, and related performance activities. "Closed store" hours and store

WEEK OF _____

*PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I					
2		Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____		Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____	
3					
4	Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____		Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____		Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____
5	Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____		Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____		Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____
6	Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____		Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____		Store Supervisor: _____ Office Clerk: _____ Salesperson(s) 1. _____ 2. _____ 3. _____

FIGURE 3. STUDENT STORE PERSONNEL PLANNING SHEET[8]

*Assumes a six-period day.

[8] Thompson, Sidney D., "Getting the Most Out of a Store/Laboratory," Current Perspectives in Distributive Education. 1974.

duty "slow time' offer excellent opportunities to complete school store experience assessments and projects. Student evaluation of school store learning experiences can provide key curricular evaluation criteria. Utilization of the school store for class sales demonstrations, cashiering skill development, and display construction represents a learning atmosphere usually unequalled in the classroom.

Sources of laboratory project ideas:

- Task analyses and job descriptions
- Surveys: marketing research in-school and in-community; comparison shopping; telephone selling techniques; shopping habits; school store hours, etc.
- Visual merchandising references
- For essential competencies in general merchandising — State syllabus, national competency-based distributive education research, training plans
- DECA project guides and competitive events manuals
- Trade magazines
- Inservice workshops
- Professional organization publications
- Cooperative experience employer contacts

Measuring Student Laboratory Achievement

Implicit in effective instruction is a valid student performance measurement, evaluation, and grading system. Evaluation should be a component of laboratory instructional experiences but should not be the dominating factor in project development. Considerable emphasis should be placed on meeting the individual needs of each student. Being able to communicate a student's performance achievement record to either a prospective employer or to a post-secondary institution is important. From the employer's point of view, knowing what the student can perform can mean a shorter period of on-the-job training and can create a psychological advantage for the employee. A favorable impression of the school is also achieved since it is much more evident that the school staff has identified job competencies and has evaluated and documented the student's progress to date.

Since the school store represents as close to real work experience as is possible to simulate, student performance measurement should be based on employee evaluation procedures utilized in actual retail establishments. This method would include:

1. completion of each student's personal data sheet
2. written job application letters addressed to the student store managers
3. job interviews conducted by the student managers, the marketing and distributive education instructor, a guidance counselor or school administrator, and a business person
4. time-clock or "sign-in" time sheets
5. training plans (appendix C)
6. employee rating sheets completed by student managers (appendix C)

Selected documentation from all of the above could be utilized to develop for each student a "marketing employment portfolio." Some items to include:

1. a general letter of application
2. personal data sheet
3. brief description of the school's distributive education program
4. competency achievement record
5. a summary of the student's other achievements
6. letters of recommendation

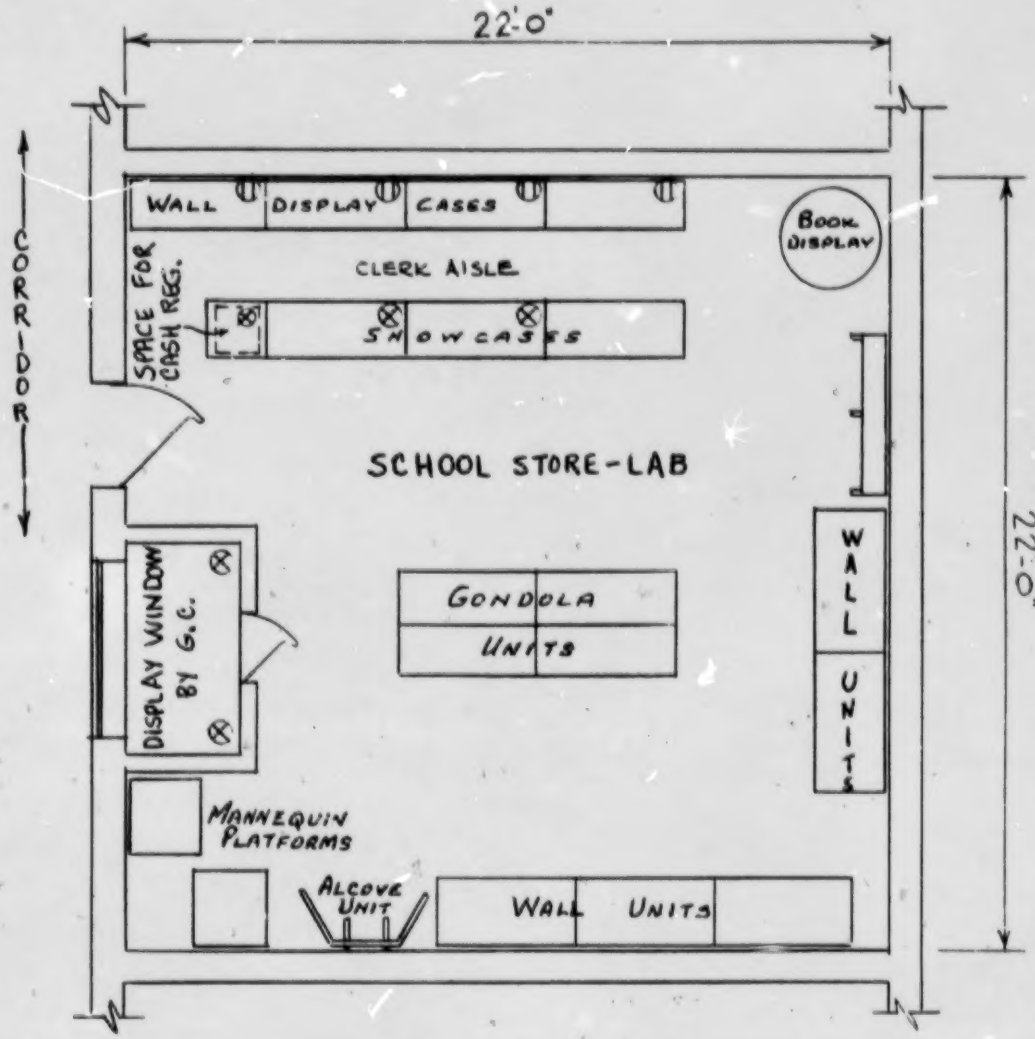
In developing such a portfolio, each student is participating in the self-assessment process. The instructor, in developing an equitable and valid school store experience grading system, needs only to decide which data are most pertinent to marketing competency development and assign priorities to arrive at the laboratory grade.

Computers in the School Store Laboratory

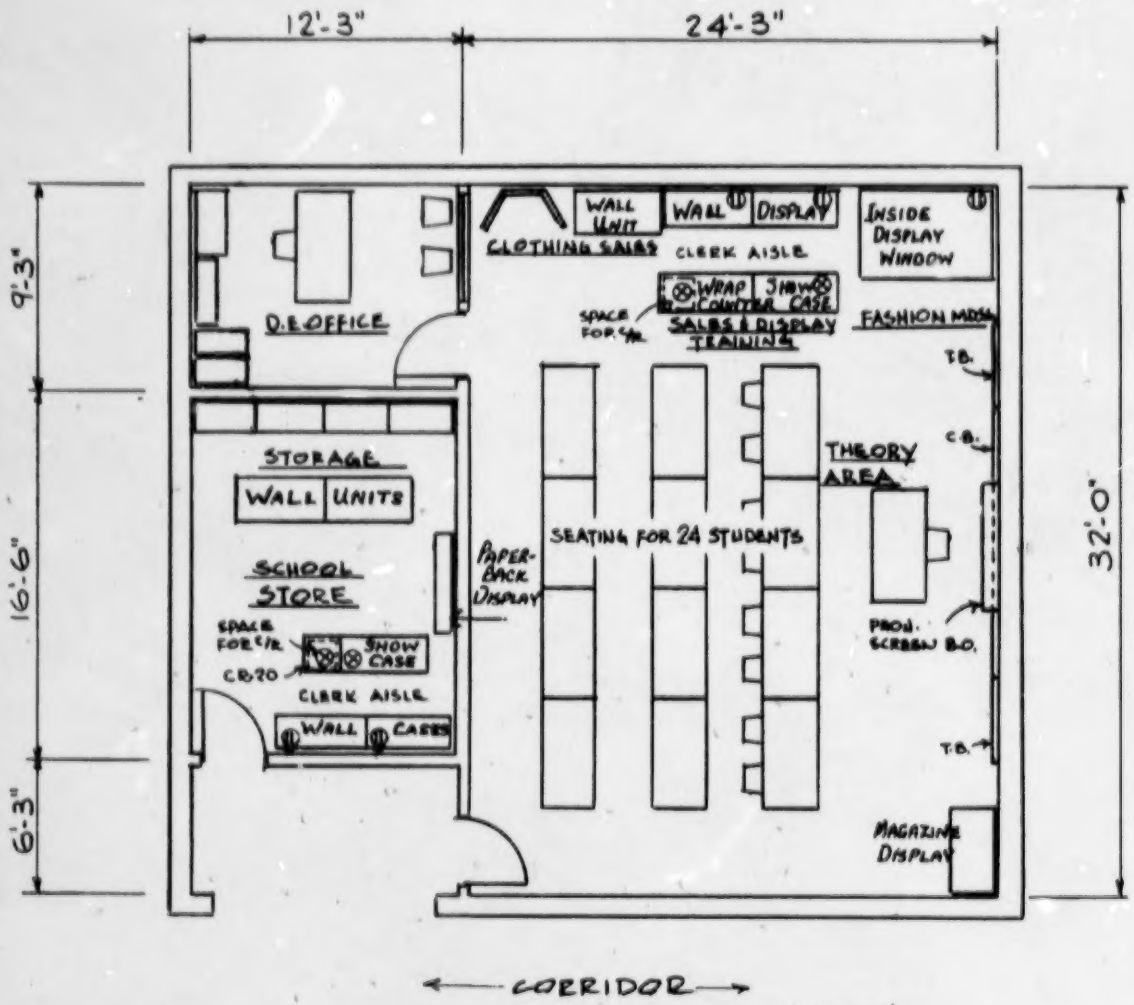
The advent of the mini-computer and available computer time in some comprehensive high schools and area occupational centers suggest computer utilization in school store management and instruction. Many students will be working with electronic equipment at their cooperative work experience job stations. School store sales, purchases, expenses, and inventory control are readily adaptable to computer programs. Every school store must maintain accurate records and students should understand their importance. A computerized school store operation enables students to experience the significance of this vital business data. Marketing and distribution instructors should investigate the possibility of computer utilization in their school stores.

APPENDIX

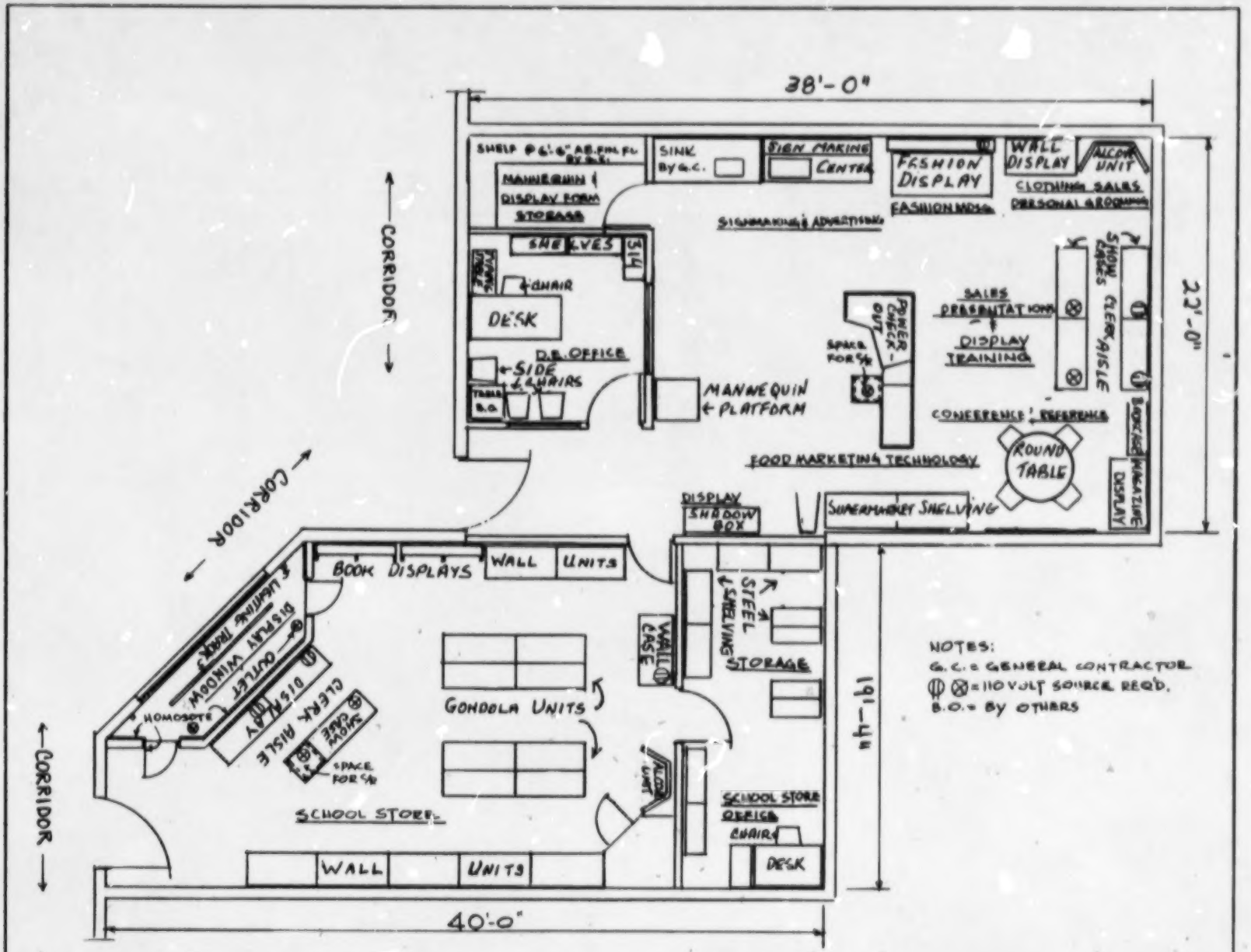
APPENDIX A
SCHOOL STORE ONLY



NOTES:
G.C. = GENERAL CONTRACTOR
⊗ = 110 VOLT SOURCE REQUIRED



NOTES:
⊗ = 110 VOLT SOURCE REQ'D.
B.O. = BY OTHERS


38'-0"
22'-0"
19'-4"
40'-0"
CORRIDOR
CORRIDOR
CORRIDOR
SHELF @ 6'-6" AB. FIN. FL. BY G.C.
SINK By G.C.
SIGN MAKING CENTER
FASHION DISPLAY
WALL DISPLAY
ALCOVE UNIT
MANNEQUIN DISPLAY FORM STORAGE
SIGNMAKING & ADVERTISING
FASHION MDSG.
CLOTHING SALES PERSONAL & ROOMING
SHELVES
SINK
CHAIR
DESK
D.E. OFFICE
SIDE CHAIRS
MANNEQUIN PLATFORM
POWER CHECK-OUT
SPACE FOR S/U
SALES PRESENTATIONS
DISPLAY TRAINING
SHOW CASES
CLERK AISLE
CONFERENCE / REFERENCE
ROUND TABLE
FOOD MARKETING TECHNOLOGY
SUPERMARKET SHELVING
DISPLAY SHADOW BOX
BOOK DISPLAYS
WALL UNITS
STEEL SHELVING
STORAGE
WALL CASE
GONDOLA UNITS
SCHOOL STORE
SCHOOL STORE OFFICE
CHAIR
DESK
WALL UNITS
HOMOSOTE
DISPLAY WINDOW
OUTLET
DISPLAY
CLERK AISLE
SHOW CASE
SPACE FOR S/U
NOTES:
G.C. = GENERAL CONTRACTOR
⊕ ⊗ = 110 VOLT SOURCE REQ'D.
B.O. = BY OTHERS

RECOMMENDED FACILITY ALLOCATIONS

Program Area	No. of Students Per Class	Classroom Sq. Footage	Store/Lab Sq. Footage	Storage Sq. Footage
Distributive Education				
Distribution/Marketing	30	840	600	---
Fashion Merchandising	30	---	100 (600)*	---
Food Marketing	30	---	120 (600)*	---
Travel & Tourism	30	---	200	---
Visual Merchandising/ Advertising	30	---	150	---
Coordination Office	--	---	100	---
Credit & Collections	--	---	200	---
Wholesaling	30	---	120 (600)*	---
Retail Merchandising	30	---	100 (600)*	---

(*If these career clusters are to have separate laboratory areas, the square footage in brackets is recommended.)

A secure storage area for school store inventory display equipment and supplies is needed. A display window should be facing at outside wall.

APPENDIX B

SUGGESTED SCHEDULE OF SCHOOL STORE ACCOUNTS

Account Title	Account Number
Cash	11
Store equipment	12
Store supplies	12a
Training equipment	13
Display equipment	14
Merchandise inventory	15
Office supplies	16
Accounts payable	21
School store, capital	31
Income and expense summary	32
Sales income	41
Sales returns	42
Control or general purchases	51
Transportation on purchases	57
Purchase discount	58
Advertising expense	61
Miscellaneous expense	62
Cash over	71
Cash short	81

Note: A loose-leaf notebook using standard ruled ledger pages can be used for the store ledger, numbering the accounts, for example, as above.

Area _____ D.E. SCHOOL STORE Month _____

INVENTORY

PAPER	Beginning Inventory	Received	Sold	Ending Inventory
3-Subject Notebook				
Spiral Notebooks				
Steno Pads				
Filler Paper				
Tablets				
Bookcovers				
Binders				
Dividers				
Index Cards - 3 x 5				
4 x 6				
5 x 8				
Protector Sheets				
Manila Folders				
Looseleaf Folders				
Pocket Folders				
Typing Paper				
Memo Pads - 356B				
466B				
646B				
Graph Paper				

PENCILS, PENS, ERASERS	Beginning Inventory	Received	Sold	Ending Inventory
Pencils				
Art Pencils				
Colored Pencils				
Pens, Blue				
Pens, Red				
Pens, Black				
Cartridges				
Erasers, Pencil & Ink				
Pink Pearl				
Typing				
Ball Point Refills				

Columns may be included for costs and extensions.

TRAINING PLAN — SALESPERSON*

APPENDIX C

Level of competency development
E-excellent M-average
S-superior U-unsatisfactory

SPECIFIC TASKS	Rating Student	Student Manager	Teacher
1. Receive cash payment for merchandise purchased			
2. Make correct change			
3. Replenish counters or display fixtures with merchandise			
4. Keep merchandise neatly arranged			
5. Ring sales on cash register			
6. Inform supervisor of stock shortages			
7. Take periodic inventories of stock			
8. Maintain "want" list			
9. Encourage sale of related items			
10. Assist in training new employees			
TASKS RELATED TO DISPLAY			
1. Set up counter displays			
2. Set up sales displays			
3. Set up window displays			
4. Store unused display materials and fixtures			
TASKS RELATED TO ADVERTISING			
1. Prepare school public address spot announcements			
2. Prepare school store ads for a school newspaper			
3. Inform other salespersons of advertised items			
4. Order merchandise to back up ad			
5. Point out advertised merchandise to customers			
TASKS RELATED TO STOCK			
1. Clean, dust, cover (at end of day) stock			
2. Check stockroom for depleted stock			
3. Rearrange stock			
4. Reorder basic stock			
5. Ticket or mark stock			
6. Inspect stock for damage			
TASKS RELATED TO CUSTOMER CONTACTS			
1. Make exchange of merchandise for customers			
2. Give merchandise demonstrations			
3. Adjust customer's complaints and grievances			
4. Suggest additional purchases			

*Items selected from: Crawford, Lucy C., Project Director, Vol. III - Training Plans. "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities."

JOB RATING SHEET FOR SCHOOL STORE

QUALITIES	EXPLANATION	Superior	Excellent	Average	Unsatisfactory
Appearance	Grooming				
	Poise and bearing				
Communi-cation	Speech habits				
	Listening and responding				
Mental Alertness and Interest	Alertness in grasping instructions				
	Persistence and patience in carrying them out				
Cooperation	With managers				
	With co-workers				
	With customers				
Initiative	Readiness to assume responsibility				
	Readiness to do extra work and submit ideas				
Performance	Quality of work, including accuracy				
	Quality of work; production				
Attitudes	Tact and courtesy				
	Enthusiasm for job				
Attendance	Regularity				
	Punctuality				

Student's Name

Signature of Student Manager

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